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| --- | --- | --- | --- | --- | --- |
| Criterion | 4- Advanced | 3- Proficient | 2- Basic | 1-Below Basic | Score |
| Text Detail | Quotes chosen not only support student ideas, but also deepen the viewer’s understanding of the analyzed character. Quotes are cited with page numbers. | Quotes chosen support student ideas adequately. Quotes may or may not be cited with page numbers. | Quotes chosen are loosely related to the prompts and student explanation. May not be cited with page numbers. | Quotes seem randomly chosen or are missing. |  |
| Critical Thinking | Analysis of character demonstrates a high level of thinking. Commentary is insightful and on point. | Analysis of character demonstrates critical thinking. Commentary is appropriate and on point. | Analysis addresses the character only at the surface level. Commentary is on point, but it lacks depth. May be missing or incorrect on up to 2 body parts. | Commentary does not appropriately address prompts. It may be missing or incorrect on 3 or more body parts. |  |
| Writing | Commentary is clear and concise and written with a high level of style and grace. Word choice is effective, and advanced sentence constructions are used. | Commentary is clear. Word choice and sentence constructions are effective. | Commentary lacks clarity and precision. Poor vocabulary is demonstrated. A lack of writing control (GUM) may hamper the reader’s understanding. | Writing makes little sense. A significant lack of writing control (GUM) hampers the reader’s understanding. |  |
| Artistic Effort | Project shows a high level of effort and creativity. | Project shows some effort at neatness. There may not be much creativity or style. | More of an emphasis needed to be placed on quality. Project is sloppy in areas or seems unfinished. | Project displays little effort. It is sloppy and may seem unfinished. |  |
| - | - | - | - | Total |  |